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ABSTRACT

Two lesson plans designed to teach the geographic theme of movement to third grade students are presented in this document. The first lesson involves the study of a can of fruit cocktail, and explores the ways in which the production of the fruit cocktail and its transportation connects the students' town to other towns. The second lesson involves the study of a candy bar, and asks students to address the question: "How did that candy bar come to be right there in front of you?" Each lesson identifies for the teacher the subject group size, time, topic, rationale, objectives, procedures, evaluation, and materials. (DB)

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SOCIALIZATION v. COUNTERSOCIALIZATION EXPLORED THROUGH TWO LESSON PLANS INVOLVING THE GEOGRAPHIC THEME, MOVEMENT

by

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We were in the final semester of our multiple-subject, K-12 teacher preparation program at California State University, Chico. Our social studies professor, Dr. Devon Metzger, gives us this assignment: develop two lesson plans. Both lessons must explore one of the basic themes of geography. Both lessons must be ones we would be very proud of presenting. One lesson must be based on socialization of the students, the other lesson must be based on countersocialization.

The following two lesson plans were developed to meet the requirements of the above assignment. Both lessons are ones I would be proud to present. Both lessons would give students the important information they need to understand the geographic theme: movement. The lessons could be used together. The first lesson could easily be used as an introduction. The foundation of understanding the theme of movement would be in place. Then the second lesson would invite the students to become involved in exploring, learning and changing their world in a manner in which they may not normally be invited.

I am confident as you read the following lesson plans that you will readily recognize the socialization lesson and its counterpart. Please take time to ask yourself: "In which lesson will the students 'learn' more?"

BASIC INSTRUCTIONAL MODEL
(BIM)
LESSON PLAN

SUBJECT: Geography, 3rd grade
GROUP SIZE: Whole class divided into smaller groups of 4 or 5
DATE: Fall 1991
TIME: 60 minute field trip with 30 minute lesson to follow regarding this topic

TOPIC: Geographic theme: movement.

RATIONALE: The study of a common item like a can of fruit cocktail, can reveal a wealth of information about how connections are made from town to town. The activities in this lesson will broaden students' understanding of the geographic theme "movement"-the mobility and interaction of goods.

OBJECTIVES:
1. The students will identify modes of transportation that might be used to move products from place of origin to Oroville and back out again.
2. Working cooperatively in small groups, the students will identify the locations of the various towns connected to Oroville's Pacific Coast Producers.

PROCEDURES:
Introduction: (On the morning immediately preceeding this lesson...) The students will go on a field trip to Pacific Coast Producers, food processing and packaging plant in Oroville. One of the most popular items that is prepared at that plant is fruit cocktail. The students will be able to view the incoming trucks carrying various produce and outgoing cases of canned food. The instructor will ask the plant manager the appropriate questions regarding the origin of the various fruits in the fruit cocktail mix. Example: Where do most of the peaches come from? Which town do you receive most of the pears from? ...the cherries? ...the grapes?.... This information will be used in the lesson following.

Pupil Activity Sequence: Divide students into groups of 4 or 5 and give each a can of fruit cocktail, and the appropriate number of small cups and spoons. (food is high interest) Ask students to list the main ingredients from the label of the fruit cocktail can. (Teacher lists these on the board.) Teacher then supplies the information gleaned from the manager at the processing plant earlier in the day regarding the origins of the various fruits. (Teacher writes the appropriate city/town next to each fruit on the blackboard for all to use.) The students then must locate these cities/towns on their maps supplied at their tables and label as to which fruit originated at each site. Discuss what mode of transportation was obvious at the plant. (Trucks with trailers full of produce.) Explain to the students that this is a very important point: Movement of goods from their point of origin to some other destination for the

purpose of processing and packaging for sale and distribution. Raise the question: Did anyone notice another method of transporting these cases of food once they are ready to leave the plant? The plant is located directly along the railways for this reason. Have each group write down four methods of transportation that might be used to move this product from Oroville to other destinations. It is appropriate for the instructor to help those groups struggling with developing four methods of transportation.

Closure: Teacher will ask the various groups to share their ideas about other methods of transportation. The instructor will again emphasize the importance of movement of goods and the various methods of movement. Instructor will then open the cans of fruit cocktail for the small groups to share and eat.

EVALUATION:
1. The students were able to identify four forms of transportation that might be used to move products from their place of origin to Oroville and back out again.
2. The students were able to work cooperatively in small groups to identify the locations of the various towns connected to Oroville's Pacific Coast Producers.

MATERIALS: 30 spoons, 30 small cups, 8 maps of northern California, 8 cans of fruit cocktail from Pacific Coast Producers, 1 can opener.

BASIC INSTRUCTIONAL MODEL
(BIM)
LESSON PLAN

SUBJECT: Geography, 3rd grade
GROUP SIZE: Whole class divided into smaller groups
DATE: Fall 1991
TIME: 30 minutes daily for one week, then approximately one week off, then 30 minutes daily for another week.

TOPIC: Geographic theme: movement.

RATIONALE: The study of a common item like a candy bar can reveal a wealth of information about how people, goods, and ideas are connected and interconnected across the globe. The activities in this lesson will broaden students' awareness and understanding of the geographic theme "movement"-the mobility and interaction of people, goods, and ideas.

OBJECTIVES: 1. The students will work in small cooperative groups to research information regarding various candy bars.
2. The students will design oral presentations to illustrate their candy bar system.
3. The students will set up a small local system for food supply in their community.

PROCEDURES:

Introduction: Allow students to divide themselves into cooperative learning groups with a different candy bar for each group (no more than 4 to a group, so that each individual gets a bite of the action). Explain to the students that they are about to uncover the system of their candy bar. Instructor asks the question: "How did that candy bar come to be right there in front of you?" Clarify that the question means where did the main ingredients come from, where is the factory located that puts the candy bar together, and how does the candy bar end up on store shelves for teachers to buy and use for classroom research projects.

Pupil Activity Sequence: Ask students to list resources they might use to find the answer to this question. As students come up with ideas such as maps, charts, magazine articles, encyclopedias, the teacher, the librarian; the students will write these resource ideas on the front blackboard for all to see and use. (Perhaps one group will even think to write to the candy company to find out exactly from where it obtains its ingredients.) At this point each group decides which avenue to use to begin to uncover the system of their candy bar. Decisions are to be made by the groups, not the instructor.

To allow for some guidelines for the students to follow, and some form of evaluation of the lesson and the students' learning, these questions must be answered and the groups will report their findings to the class in the form of oral reports with supporting charts and/or maps.

Questions 1: Name of candy bar.
2. Who makes it?
3. Where is this company located?
4. List the main ingredients of the candy bar.
5. Where do these ingredients come from?

6. How do the ingredients get to the manufacturer?
7. How does the candy bar get to Oroville stores?
8. How did it get to their classroom?
9. One other interesting fact they uncovered while researching their candy bar.

NOTE: If one or more groups need more time to write for resources from the factory or otherwise research their candy bar, time allowances must be made for this. The lesson would resume at which time all groups would come together for the remainder of the lesson.

Once all groups have determined that they have the information they need, oral presentations are made from each group for the class. The instructor can then remind students that they are learning about systems. In this case it is the candy-bar system, and that system is just one small part of a gigantic system called the world-food supply system. This system sometimes has problems and breaks down. Ask students to think about such problems using their candy bars as a reference: The truck drivers that transport their candy bars from the factory to Oroville go on strike for more money. Instructor can demonstrate this by removing this link from the visual map one of the groups constructed for its oral presentation. How is that candy bar going to get from way over there to right here in Oroville?

Then pose the bigger question: "What happens if such a problem occurs in the world-food supply system? See if you can follow this very real problem...."

Start small...The coconut trees in the South Pacific did not produce any coconuts this year for the Mounds bars. Now what? What are some alternatives that the candy company might use?
A bit broader...Ask what might happen if our government voted to never buy any cacao beans from a particular country because that government does not allow freedom of religion; and that is the only country that grows cacao beans? Are you willing to give up that candy bar in the name of freedom?
Again even broader...Ask what happens when the world-food supply breaks down? Not just the candy-bar system, but a wrench is thrown into the big picture? What might happen if there is a severe drought, and California cannot produce any products for consumption?
The real picture...How might people help other people when there are true food shortages?

In the above exercise the teacher is the facilitator of the discussion, a poser of questions, a director of ideas. The students must think at a high level to originate the ideas and toy with the concepts they are learning.

Closure: Is there anything locally you as students in this classroom might want to do to ensure that fewer people go hungry this week? If so, what can we do? What kind of system could we set up? Who wants to be involved? (Students direct the next move, now that their understanding of interconnections and interdependence has been challenged and broadened. The lesson might now be followed by the set-up of some sort of food bank to be donated to a local charity, or perhaps a bake sale to earn money to send to a charity that helps feed the needy. The choice is for the students to make.)

Evaluation: 1. The students, working in small groups, were able to research information regarding the various candy bars.

2. The students were able to design oral presentations to illustrate their candy bar systems.
3. The students set up a small local system for food supply in their own community.

MATERIALS: 12 various candy bars (plus one or more as needed, non-sugar treats for diabetic or natural food students)
12 world maps
resources galore, i.e. encyclopedias, newspapers, magazines, dictionaries, letter-writing equipment and stamps, etc.
open minds and open hearts